To: Special Education Supervisors
From: Theresa Nicholls, Assistant Commissioner
Date: March 9, 2017
Subject: High School Math Course of Study for Students with Disabilities

When developing the high school course of study for a student with a disability, IEP teams must determine the most appropriate high school math option. Current high school math policy states that students must complete four credits in math and must be enrolled in a math course each year. The following guidance is provided to ensure that IEP teams make appropriate decisions for the placement of students in high school math courses.

The Algebra IA/Algebra IB* and Geometry IA/Geometry IB* high school math path provides a student whose significant deficit in math precludes him or her from participation in the traditional high school math course requirement. Prior to selecting a math course sequence for students, IEP teams need to consider the potential impacts on meeting graduation requirements and a student's postsecondary options.

Teams should review the following framework when developing the student's high school course of study. This framework should be reviewed by the parent, student, school counselor, and all applicable IEP team members. In addition, the department will track data on the enrollment of students with disabilities in these alternate math courses to ensure all students are provided opportunities for postsecondary success.

Decision Framework for IEP Teams to Use When Developing Math High School Course of Study	
Prerequisite Considerations	• Does student have an active Individualized Education Program (IEP)? • Is there a significant math skill deficit that is established by the student's performance on a current (i.e. within the last year) standardized measure of either math calculation or math reasoning that falls at or below the 10th percentile and is corroborated by other sources of data within the present levels of educational performance section of his/her IEP? This measure may include performance on a standardized achievement test or skills based screener.
If the answers to both questions above are yes, then IEP teams must consider the following:	
Questions to Consideration	• Does the student currently receive intervention in math based on the present levels of educational performance?

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- What are the student's postsecondary goals for employment, education/training?
- Would Algebra IA/I B and Geometry IA/IB limit the student from making progress towards meeting their postsecondary goals?
- Have other considerations been discussed prior to making the decision for the student to be involved in alternate A/B math courses for credit?
  - Accommodations and modifications
  - Alternate Performance Based Assessment (APBA)
  - Double blocking or extended instructional time for traditional schedules
  - Math intervention
- Is the student's progress in math intervention at a rate that the student can be expected to meet the high school math graduation requirements?
- Has the IEP team explained to the parent and student the potential impacts on credit requirements should the student no longer be eligible to receive services under the Individuals with Disabilities Education Act (IDEA) (see below)?
- Has the IEP team explained to the parent and student the potential impacts on enrollment in a postsecondary institution?

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When the student no longer has an active IEP or the current IEP no longer indicates a significant deficit in math, the student is no longer eligible to participate in the Algebra IA/IB* and Geometry IA/1B courses for math credit and must take Algebra II to meet the math graduation requirement. The following chart provides guidance for math requirements when a student is no longer eligible to participate in Algebra IA/IB and Geometry IA/IB:

Student completes Algebra IA for math credit.	Student completes Algebra IA and IB for math credit.	Student completes Algebra IA, IB, and Geometry IA for math credit.
9th Grade – Algebra IA/Integrated Math IA	9th Grade – Algebra IA/Integrated Math IA	9th Grade - Algebra IA/Integrated Math IA
10th Grade – Algebra I/Integrated Math I	10 Grade – Algebra IB/Integrated Math IB	10th Grade – Algebra IB/Integrated Math IB
11th Grade – Geometry/Integrated Math II	11th Grade – Geometry I/Integrated Math II	11th Grade – Geometry IA/Integrated Math IIA
12th Grade – Algebra II/Integrated Math III	12th grade – Algebra II/Integrated Math III	12th Grade – Geometry/Integrated Math II and Algebra II/Integrated Math III

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* If a district is on the Integrated Math Pathway, Algebra I is equivalent to Integrated Math I, Geometry is Equivalent to Integrated Math II, and Algebra II is equivalent to Integrated Math III.